

# 2023 Annual Implementation Plan

## for improving student outcomes

Heathmont College (8816)



HEATHMONT  
COLLEGE

Submitted for review by Kerryn Sandford (School Principal) on 13 December, 2022 at 12:56 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

|                       | FISO 2.0 Dimensions  | Self-evaluation Level |
|-----------------------|--|-----------------------|
| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs   | Evolving              |
|                       | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |                       |
| Assessment            | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.   | Emerging              |
|                       | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities   |                       |

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| <b>Leadership</b> | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Evolving |
|                   | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |          |

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| <b>Engagement</b> | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Evolving |
|                   | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                    |          |

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| <b>Support</b> | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                      | Evolving |
|                | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |          |

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| <b>Enter your reflective comments</b> | As a school community, we achieved quite a lot in 2022. We are seeing some initial positive shifts in our data and this is encouraging. The college focus on getting students back into class and back to learning as well as supporting their wellbeing and engagement is evident through data sets such as the improving attendance figures and positive shifts in staff opinion and wellbeing data. The establishment of programs and supports for students ranging from Respectful Relationships and Consent education programs, Man Cave and Flourish health programs, through to our breakfast program (Nourish) and lunchtime activities has greatly supported much of this work and is leading to increased student involvement in the operational running of the college. This is a trend we are hoping to continue into 2023 and beyond, having seen an increase |
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|  | <p>in the level of engagement with and interest in our student leadership programs. Staff engagement in PLCs has continued to grow and be particularly positive across 2022. In addition, we held some very successful professional learning days for Diversity and Inclusion and Curriculum and Pedagogy this year. The transition to the new Diversity and Inclusion model has run quite smoothly so far with the college successfully completing a DIP for one student with more planned for early in 2023.</p>   |
| <p><b>Considerations for 2023</b></p>          | <p>There is further work to be completed across all FISO areas in 2023. Building the capacity for leadership across the entire school, starting with the leadership team, will continue to drive an improved school culture and processes and practices. This focus is to be mirrored in the student space with a new leadership team role around student voice, agency and leadership beginning in 2023. Staff capacity building for improved classroom practice will focus largely on the introduction of the School wide Positive Behaviours framework across the school in 2023, building on the work completed in 2022 to develop new school values and vision statement.</p> |
| <p><b>Documents that support this plan</b></p> |  |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>  | <p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;<br/>           In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> |
| <b>Target 1.1</b>  | Support for the 2023 Priorities  |
| <b>Key Improvement Strategy 1.a</b><br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy   |
| <b>Key Improvement Strategy 1.b</b><br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  |
| <b>Goal 2</b>  | Optimise learning growth for every student.  |
| <b>Target 2.1</b>  | <p>By 2026, increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 15% (2021) to 22%</li> <li>• Writing from 15% (2021) to 20%</li> <li>• Numeracy from 12% (2021) to 14%</li> </ul>                               |
| <b>Target 2.2</b>  | <p>By 2026, increase the percentage of positive responses on AToSS Years 7–12 for:</p> <ul style="list-style-type: none"> <li>• High expectations for success from 64% (2021) to 69%</li> <li>• Effort from 59% (2021) to 64%</li> </ul>   |

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| <b>Target 2.3</b>  | <p>By 2026, increase the percentage of positive responses in School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 32% (2021) to 40%</li> <li>• Instructional leadership from 28% (2021) to 40%</li> <li>• Use of data for curriculum planning from 29% (2021) to 40%</li> <li>• Use evidence to inform teaching practice from 33% (2021) to 45%</li> <li>• Feedback form 17% (2021) to 30%</li> </ul> |
| <b>Target 2.4</b>  | <p>By 2026, increase VCE all study mean score from 26.0 to 28.0</p>   |
| <b>Key Improvement Strategy 2.a</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | <p>Develop the capacity of leaders to lead self, others and change.</p>   |
| <b>Key Improvement Strategy 2.b</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | <p>Develop and implement a whole school literacy and numeracy improvement strategy.</p>   |
| <b>Key Improvement Strategy 2.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | <p>Embed evidence-based, collaborative and shared approaches to curriculum design and planning.</p>   |

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| <p><b>Key Improvement Strategy 2.d</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>                   | <p>Develop a whole school strategy to improve differentiated teaching practice and feedback.</p>   |
| <p><b>Key Improvement Strategy 2.e</b><br/>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | <p>Develop a whole school strategy to improve assessment and reporting practices to support a focus on growth.</p>   |
| <p><b>Goal 3</b></p>  | <p>Optimise student engagement and wellbeing.</p>  |
| <p><b>Target 3.1</b></p>  | <p>By 2026, decrease the percentage of students with 20 or more days absent from 36% (2021) to 32%</p>   |
| <p><b>Target 3.2</b></p>  | <p>By 2026, increase the percentage of positive responses on the Attitudes to School Survey (AToSS) Years 7–12 for:</p> <ul style="list-style-type: none"> <li>• Student motivation and interest from 49% (2021) to 54%</li> <li>• Differentiated learning challenge from 50% (2021) to 55%</li> <li>• Stimulated learning from 45% (2021) to 50%</li> <li>• Respect for diversity from 39% (2021) to 44%</li> <li>• Sense of confidence from 50% (2021) to 55%</li> </ul> |
| <p><b>Target 3.3</b></p>  | <p>By 2026, increase the percentage of positive responses in the School Staff Survey (SSS) for:</p>  |

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|   | <ul style="list-style-type: none"> <li>• Believes student engagement is key to learning from 63% (2021) to 70%</li> <li>• Focus learning on real–life problems from 38% (2021) to 45%</li> </ul> |
| <b>Key Improvement Strategy 3.a</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion               | Develop and embed a whole school culture of inclusion.   |
| <b>Key Improvement Strategy 3.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build the capacity of staff to design learning experiences that promote cognitive and emotional engagement.  |
| <b>Key Improvement Strategy 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build the capacity of staff to scaffold the development of independent learners.   |
| <b>Key Improvement Strategy 3.d</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion               | Develop a whole–school culture that emphasises the importance of belonging and community connectedness for wellbeing and learning.   |



## Select Annual Goals and KIS

| Four Year Strategic Goals   | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target   |
|---|---------------------------------------|--|---|
| <p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes                                   | Support for the 2023 Priorities  | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2023, the aim will be to ensure that more students have access to tailored learning and wellbeing supports across the college through a 'Team around the learner' approach that draws from the MYLNS, TLI and Mental Health Fund initiatives.</p> <p>Specifically, we aim to see increased levels of engagement from students who are identified as needing additional support through improved attendance.</p> |
| Optimise learning growth for every student.   | No                                    | <p>By 2026, increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 15% (2021) to 22%</li> <li>• Writing from 15% (2021) to 20%</li> <li>• Numeracy from 12% (2021) to 14%</li> </ul> |   |
|   |                                       | <p>By 2026, increase the percentage of positive responses on AToSS Years 7–12 for:</p>   |   |

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|  |     | <ul style="list-style-type: none"> <li>• High expectations for success from 64% (2021) to 69%</li> <li>• Effort from 59% (2021) to 64%</li> </ul>   |  |
|  |     | <p>By 2026, increase the percentage of positive responses in School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 32% (2021) to 40%</li> <li>• Instructional leadership from 28% (2021) to 40%</li> <li>• Use of data for curriculum planning from 29% (2021) to 40%</li> <li>• Use evidence to inform teaching practice from 33% (2021) to 45%</li> <li>• Feedback form 17% (2021) to 30%</li> </ul> |  |
|  |     | <p>By 2026, increase VCE all study mean score from 26.0 to 28.0</p>   |  |
| Optimise student engagement and wellbeing. | Yes | <p>By 2026, decrease the percentage of students with 20 or more days absent from 36% (2021) to 32%</p>  | <p>We aim to see a decrease in this percentage for students across the school and to use 2023 as an opportunity to identify the causes of student non-attendance.</p> <p>Our aim for 2023, would be to see the 20+ days attendance rate drop to 35% or less.</p> |

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|  |  | <p>By 2026, increase the percentage of positive responses on the Attitudes to School Survey (AToSS) Years 7–12 for:</p> <ul style="list-style-type: none"> <li>• Student motivation and interest from 49% (2021) to 54%</li> <li>• Differentiated learning challenge from 50% (2021) to 55%</li> <li>• Stimulated learning from 45% (2021) to 50%</li> <li>• Respect for diversity from 39% (2021) to 44%</li> <li>• Sense of confidence from 50% (2021) to 55%</li> </ul> | <p>In 2023, we would aim to see a positive shift in these figures acknowledging that these changes are likely to be quite small to begin with.</p> |
|  |  | <p>By 2026, increase the percentage of positive responses in the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> <li>• Believes student engagement is key to learning from 63% (2021) to 70%</li> <li>• Focus learning on real–life problems from 38% (2021) to 45%</li> </ul>   | <p>By the end of 2023, we aim to achieve these targets or very close to these targets.</p>   |

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| <p><b>Goal 1</b></p>              | <p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;<br/>         In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>   |
| <p><b>12 Month Target 1.1</b></p> | <p>In 2023, the aim will be to ensure that more students have access to tailored learning and wellbeing supports across the college through a 'Team around the learner' approach that draws from the MYLNS, TLI and Mental Health Fund initiatives. Specifically, we aim to see increased levels of engagement from students who are identified as needing additional support through improved attendance.</p> |

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| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Priority 2023 Dimension   | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  | Yes                                       |
| <b>KIS 2</b><br>Priority 2023 Dimension   | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.  |   |
| <b>Goal 2</b>   | Optimise student engagement and wellbeing.  |   |
| <b>12 Month Target 2.1</b>  | We aim to see a decrease in this percentage for students across the school and to use 2023 as an opportunity to identify the causes of student non-attendance.<br>Our aim for 2023, would be to see the 20+ days attendance rate drop to 35% or less. |   |
| <b>12 Month Target 2.2</b>  | In 2023, we would aim to see a positive shift in these figures acknowledging that these changes are likely to be quite small to begin with.   |   |
| <b>12 Month Target 2.3</b>  | By the end of 2023, we aim to achieve these targets or very close to these targets.   |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Responsive, tiered and contextualised approaches and strong relationships to  | Develop and embed a whole school culture of inclusion.  | No  |

|   |   |     |
|---|---|-----|
| support student learning, wellbeing and inclusion   |   |     |
| <b>KIS 2</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school  | Build the capacity of staff to design learning experiences that promote cognitive and emotional engagement.   | Yes |
| <b>KIS 3</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school  | Build the capacity of staff to scaffold the development of independent learners.  | Yes |
| <b>KIS 4</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  | Develop a whole-school culture that emphasises the importance of belonging and community connectedness for wellbeing and learning.  | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | We believe that working on developing a whole school culture that is conducive to learning and wellbeing is the cornerstone of our improvement journey. As such, for 2023, we will be focusing on developing those preconditions for learning: an orderly classroom and school environment, positive mindsets and dispositions towards learning, improved pedagogy to support enhanced learning and consideration given to what is needed for all learners across the school to do their best work. Out ATOSS data, in particular indicates that we have a way to go to ensure that students feel as though they are provided with opportunities to aspire to great things and are supported in their learning despite their starting points. |     |

## Define Actions, Outcomes and Activities

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| <b>Goal 1</b>                           | <b>2023 Priorities Goal</b><br>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.  |
| <b>12 Month Target 1.1</b>              | In 2023, the aim will be to ensure that more students have access to tailored learning and wellbeing supports across the college through a 'Team around the learner' approach that draws from the MYLNS, TLI and Mental Health Fund initiatives. Specifically, we aim to see increased levels of engagement from students who are identified as needing additional support through improved attendance.   |
| <b>KIS 1</b><br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  |
| <b>Actions</b>                          | In 2023, work will continue to build an inclusive approach to student learning through the implementation of the new Disability Inclusion framework. This will include building of capacity of staff to support learners with additional needs in and out of the classroom.<br>A focus on documenting the contributions of all leadership teams across this area will provide clear lines of authority and communication to ensure that all students are supported to extend their learning.<br>Learning Support will be provided to students identified as needing catch up or extension or MYLNS support. This support will be tailored to suit the needs of the individual and may include QuickSmart (Literacy and / or Numeracy), Multi lit ( literacy), small group general tutoring, executive function support, wellbeing support or a combination of all strategies. This work will build on the programs and structures developed in 2022.<br>The Engagement and Enrichment Program will be further defined and developed to provide students of high academic potential with opportunity for extension and engagement. Coaching will continue to be a part of this program and will be further enhanced.<br>Work will continue on developing a strategy for whole school improvement in Numeracy with a focus on Numeracy across the curriculum. |
| <b>Outcomes</b>                         | Clearly documented timelines and role descriptions.<br>Timeline document developed to understand the whole school in relation to events and mandated 'extra' curricula events.<br>Processes developed to support timeline.<br>Focus on coaching model for all staff to build capacity in developing and celebrating diversity.<br>All staff are actively engaged in PLCs as a practice improvement strategy and are seeing positive impacts, as a result, in their classrooms.<br>Staff in all curriculum areas feel confident that they can identify and address numeracy demands in their classrooms and subject areas.   |

| <b>Success Indicators</b>   | <p>Feedback data will be sourced through PLC program on coaching, and on improvements seen. Staff will also be regularly engaging in sharing of best practice across the year to maximise learning across the school.</p> <p>Attendance data will be used to identify improvements in engagement as will feedback data directly from students.</p> <p>Students who participate in tailored learning support will also be assessed using PAT to determine degree of improvement.</p> <p>Wellbeing data will also be used to determine degree to which students are better able to access counselling and other wellbeing supports.</p> |   |  |   |
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| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>                            | <b>When</b>                                | <b>Funding Streams</b>  |
| <p>Development of system overview document to map out key school activities and events against the school values and for each team. The Learning Support Team will work to develop a system overview document for mapping contributions to developing community, curiosity and compassion (school values) across the school. They will also design and implement the processes that sit alongside the overview to support curriculum.</p> | <p><input checked="" type="checkbox"/> Assistant Principal</p>  | <p><input type="checkbox"/> PLP Priority</p>            | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Programs to tailor learning support to continue for both those who need scaffolding and those who are thriving (EEP and LSP)</p>   | <p><input checked="" type="checkbox"/> Assistant Principal</p>  | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$250,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>                     |

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|   |   |  |                                  | may include DET funded or free items  |
| Continuation of Attendance and Engagement sub committee with regional support staff.  | <input checked="" type="checkbox"/> Assistant Principal   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                  |
| Professional Learning Program to be developed by the Disability and Inclusion team to support the building of capacity of all teachers to meet the needs of all students.   | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Disability Inclusion Coordinator | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$250,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Marrung leader and coordinator allocated to support greater consideration of Aboriginal and Torres Strait Islander perspectives included in teaching and learning programs. | <input checked="" type="checkbox"/> Leading Teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$5,000.00  |



|   |   |                                       |                                  |   |
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|   |   |                                       | to:<br>Term 4                    | <input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                               |
| Continuation of Quicksmart and Multi Lit programs as part of suite or supports for students identified as requiring intervention to support learning. | <input checked="" type="checkbox"/> Disability Inclusion Coordinator  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$80,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>KIS 2</b><br>Priority 2023 Dimension   | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |                                       |                                  |   |
| <b>Actions</b>  | <p>In 2023, we will continue to support students classed as vulnerable or demonstrating chronic engagement or mental health concerns through our 'Team around the learner', case management approach. This will include continuing our attendance case management meetings with the regional engagement workforce as well as our MYLNs work and tutor learning approach.</p> <p>To support student wellbeing and mental health, the college will further develop its Social Emotional Learning program to incorporate more meaningful student voice as well as provide additional resources to support student counselling and complex case management.</p> |                                       |                                  |   |

|   | A whole school focus on improvement of attendance through enhanced engagement will also support this work and this will occur through the PLC program starting in semester 1.   |                                       |                                  |   |
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| <b>Outcomes</b>   | <p>A greater level of knowledge and awareness (of staff and also parents) of the causes for student disengagement and the resources and strategies that are most helpful to address these.</p> <p>An increase student agency and leadership as well as improvement in reporting of student voice with students recognising appropriate forums for them to exercise their voice and agency and to demonstrate leadership. An increase in student attitude towards their peers, both junior and senior, and a recognition of the responsibilities that come with being a member of a community. This supported shift in student mindsets and behaviours will also lead to shifts in teacher practice with more teachers in more classrooms seeking feedback from students to improve practice. Teachers also will develop and implement strategies to explicitly address student engagement and attendance across all classrooms and seek feedback to analyse the impact of these strategies.</p> |                                       |                                  |   |
| <b>Success Indicators</b>   | <p>Attendance data - particularly for those students indicating a need for greater levels of support (MYLNs / chronic non-attenders / school refusers / priority cohorts)</p> <p>PLC data collection from teachers.</p> <p>Student feedback regarding the peer mentoring programs and social emotional learning programs and effectiveness.</p> <p>Teacher feedback on PLC work and engagement in classes. Learning walks.</p>  |                                       |                                  |   |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>  |
| Additional wellbeing Counsellor to be employed at the college to support student access to wellbeing supports | <input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$85,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |

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| <p>Team around the learner approach to address cases of chronic disengagement or high levels of vulnerability. (documentation of program - NLI)</p>   | <p><input checked="" type="checkbox"/> Disability Inclusion Coordinator</p>   | <p><input type="checkbox"/> PLP Priority</p>            | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$25,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>PLC focus on attendance in semester 1 and engagement with PLC coaching program in semester 2. (documentation of program - KMA)</p>   | <p><input checked="" type="checkbox"/> Assistant Principal<br/><input checked="" type="checkbox"/> PLC Leaders</p>  | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>                 |
| <p>New peer facilitation program for our Social Emotional Learning program (tier 1 support) to be developed and trialed using the Open Parachute program (subsidized by the Sebastian Foundation). (Documentation of program - MEM)</p> | <p><input checked="" type="checkbox"/> Assistant Principal<br/><input checked="" type="checkbox"/> Learning Specialist(s)<br/><input checked="" type="checkbox"/> Senior Secondary Leader</p> | <p><input type="checkbox"/> PLP Priority</p>            | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>   |

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|--|--|--|--|--|
|  |  |  |  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>Goal 2</b>  | Optimise student engagement and wellbeing.   |  |  |  |
| <b>12 Month Target 2.1</b>   | We aim to see a decrease in this percentage for students across the school and to use 2023 as an opportunity to identify the causes of student non-attendance.<br>Our aim for 2023, would be to see the 20+ days attendance rate drop to 35% or less.  |  |  |  |
| <b>12 Month Target 2.2</b>   | In 2023, we would aim to see a positive shift in these figures acknowledging that these changes are likely to be quite small to begin with.  |  |  |  |
| <b>12 Month Target 2.3</b>   | By the end of 2023, we aim to achieve these targets or very close to these targets.  |  |  |  |
| <b>KIS 1</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Build the capacity of staff to design learning experiences that promote cognitive and emotional engagement.  |  |  |  |
| <b>Actions</b>   | Develop capacity of leaders and teachers to lead self, others and change. in 2023, a leadership coach has been engaged to work with the Leadership team to develop their skills to lead in their areas of work. Leading teacher and others involved in coaching programs will also be provided with additional support to develop their coaching skills and employ these in the leadership of the PLCs as well as individual staff coaching for the PDP cycle.<br>Develop capacity of staff to implement the recently designed school instructional model (the 'H' model) and increase awareness and use of the model in all classrooms. |  |  |  |

| <b>Outcomes</b>   | Improved confidence of leaders to plan an implement change and programs in their areas of work. Improved demonstration by leaders of the capacity to lead other in the management of change.<br>All teachers planning lessons informed by the school instructional model. Students and teachers using common language to discuss lessons based on this model. |  |                                  |   |
|---|---|--|----------------------------------|---|
| <b>Success Indicators</b>   | Evidence of use of H-model on learning walks, lesson plans on Compass, use of pedagogical model (in Staff Opinion Survey), PL program feedback and resources, updated Staff Information Portal,   |  |                                  |   |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Funding Streams</b>  |
| Develop leadership capacity - leadership coach (Madeleine Imber) - (KSA)  | <input checked="" type="checkbox"/> Principal   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$20,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional Learning for implementation of the 'H' Model (instructional model) to be designed and delivered in house (documentation of strategy - KMA) | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items  |

|  |   |  |                                  |  |
|--|---|--|----------------------------------|--|
|  |   |  |                                  | will be used which may include DET funded or free items  |
| Whole school literacy and numeracy strategies to be developed and documented (KMA)   | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Student feedback strategy to be developed that focuses on the instructional model for staff to use to gain feedback from students about their teaching practice. (KMA) | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>Coaching program to continue and be further refined so that all teaching staff have access to ongoing instructional coaching. (documentation - KMA)</p>           | <p><input checked="" type="checkbox"/> Assistant Principal<br/><input checked="" type="checkbox"/> Leadership Team</p>   | <p><input checked="" type="checkbox"/> PLP<br/>Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$15,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p><b>KIS 2</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Build the capacity of staff to scaffold the development of independent learners.</p>  |   |  |  |
| <p><b>Actions</b></p>  | <p>Implementation of the SWPBS framework to build consistent, predictable, calm classrooms.<br/>Initiation of the use of developmental rubrics to guide assessment and reporting and Differentiated teaching and learning practice.<br/>Further development of the student voice, agency and leadership strategy to build a culture of independence and self motivation.</p>   |   |  |  |
| <p><b>Outcomes</b></p>   | <p>Staff and students demonstrate knowledge and understanding of the key expected behaviours for the college and these are referenced regularly through a focus on the school values. Teacher capacity to manage student behaviour is enhanced as implementation of the framework becomes more consistent across the school.<br/>Parental knowledge and understanding of the matrix begins with regular communication occurring to families regarding the framework and reference made to it in Student Support Group meetings with families.<br/>Use of developmental rubrics across all subject areas to begin with professional learning provided to support curriculum leaders in this work.</p> |   |  |  |

| <b>Success Indicators</b>   | Classroom behaviour data tracking number and nature of behavioural incidents, including a focus on particular cohorts.<br>Staff opinion data regarding student behaviours to show improvement (Student engagement is key to learning).<br>Student opinion data to show initial improvement on measures of student voice and differentiated teaching practice. |  |                                  |  |
|---|---|--|----------------------------------|--|
| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Funding Streams</b>   |
| Implementation of the SWPBS framework as part of SWPBS partnership with SWPBS support coach (Melissa Pongracic) - (Documentation - MEM) | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> SWPBS Leader/Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items     |
| Professional learning and support for the design and implementation of Developmental Rubrics to be provided for Curriculum Leaders.     | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> KLA Leader  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |



|  |  |  |  |  |
|--|--|--|--|--|
| <p>Continue support for teachers to understand and teach the capabilities of the Victorian Curriculum and incorporate these into teaching practice (Building on work in PLCs in 2022).</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul> |
| <p>Develop School Improvement Team with student leaders to monitor the AIP and strategies. (KSA)</p>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>            | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul> |
| <p><b>KIS 3</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>                                     | <p>Develop a whole-school culture that emphasises the importance of belonging and community connectedness for wellbeing and learning.</p>                        |  |  |  |

| <b>Actions</b>   | School belonging policy to be developed through a consultative process across the community that draws on and reflects our school values and vision. This to also link in with the School Wide Positive Behaviours work being completed in the college.<br>Development of student voice, agency and leadership structures and programs to build a strong and connected student community.<br>Further refinement of the Health and Wellbeing education program to ensure it is relevant, engaging and fit for purpose.  |                                       |                                  |   |
|--|--|---------------------------------------|----------------------------------|---|
| <b>Outcomes</b>  | Students feel more empowered to take charge of their learning and growth resulting in greater engagement and motivation of students in their learning.<br>Teacher behaviours to also align with the school belonging policy and a mechanism to measure this to be developed.<br>All members of the community to develop a clear sense of what it means to be a member of our community.<br>Student planning and participation in whole school wellbeing/health promotion days increased.<br>Improved emotional regulations and help-seeking capabilities amongst student body according to pre and post-measures of wellbeing and coordinator staff.<br>Reduced instances of bullying. |                                       |                                  |   |
| <b>Success Indicators</b>  | AtoSS data and observations by teachers as to the engagement and motivation of their students, community connectedness and belonging.<br>Student management data around instances of bullying tracked in various year levels and use of this data at School Improvement Team meetings to measure performance.  |                                       |                                  |   |
| <b>Activities and Milestones</b>   | <b>People Responsible</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>  |
| Establish new Leading Teacher role for student voice, agency and leadership. Incumbent to develop wider whole school strategy for improving student agency and independence in and out of the classroom. (documentation - MEM) | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student Leadership Coordinator  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>Develop a school 'belonging' policy collaboratively with all members of the community. (Documentation - NLI)</p>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>   | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul> |
| <p>Student health and wellbeing education program established and documented. This to include Respectful Relationships and Consent Education programs as well as adolescent health and wellbeing programs. (documentation - MEM)</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Respectful Relationships Implementation Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul> | <p><input type="checkbox"/> PLP Priority</p>            | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul> |

## Funding Planner

### Summary of Budget and Allocated Funding

| Summary of Budget                   | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$0.00                      | \$194,581.32                         | -\$194,581.32             |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$241,375.87                         | -\$241,375.87             |
| Schools Mental Health Fund and Menu | \$0.00                      | \$76,825.28                          | -\$76,825.28              |
| <b>Total</b>                        | \$0.00                      | \$512,782.47                         | -\$512,782.47             |

### Activities and Milestones – Total Budget

| Activities and Milestones   | Budget       |
|---|--------------|
| Programs to tailor learning support to continue for both those who need scaffolding and those who are thriving (EEP and LSP)  | \$250,000.00 |
| Professional Learning Program to be developed by the Disability and Inclusion team to support the building of capacity of all teachers to meet the needs of all students.   | \$250,000.00 |
| Marrung leader and coordinator allocated to support greater consideration of Aboriginal and Torres Strait Islander perspectives included in teaching and learning programs. | \$5,000.00   |
| Continuation of Quicksmart and Multi Lit programs as part of suite or supports for students identified as requiring intervention to support learning.                       | \$80,000.00  |
| Additional wellbeing Counsellor to be employed at the college to support student access to wellbeing supports   | \$85,000.00  |

|  |              |
|--|--------------|
| Team around the learner approach to address cases of chronic disengagement or high levels of vulnerability. (documentation of program - NLI) | \$25,000.00  |
| <b>Totals</b>  | \$695,000.00 |

### Activities and Milestones - Equity Funding

| Activities and Milestones   | When                             | Funding allocated (\$) | Category  |
|---|----------------------------------|------------------------|---|
| Programs to tailor learning support to continue for both those who need scaffolding and those who are thriving (EEP and LSP)  | from:<br>Term 1<br>to:<br>Term 4 | \$84,581.32            | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Marrung leader and coordinator allocated to support greater consideration of Aboriginal and Torres Strait Islander perspectives included in teaching and learning programs. | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00             | <input checked="" type="checkbox"/> School-based staffing   |
| Continuation of Quicksmart and Multi Lit programs as part of suite or supports for students identified as requiring intervention to support learning.                       | from:<br>Term 1<br>to:<br>Term 4 | \$80,000.00            | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Team around the learner approach to address cases of chronic disengagement or high levels of vulnerability. (documentation of program - NLI)                                | from:<br>Term 1<br>to:<br>Term 4 | \$25,000.00            | <input checked="" type="checkbox"/> School-based staffing   |
| <b>Totals</b>   |                                  | \$194,581.32           |   |

## Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones   | When                             | Funding allocated (\$) | Category   |
|---|----------------------------------|------------------------|--|
| Professional Learning Program to be developed by the Disability and Inclusion team to support the building of capacity of all teachers to meet the needs of all students. | from:<br>Term 1<br>to:<br>Term 4 | \$200,000.00           | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability Inclusion Coordinator</li> </ul> |
| Continuation of Quicksmart and Multi Lit programs as part of suite or supports for students identified as requiring intervention to support learning.                     | from:<br>Term 1<br>to:<br>Term 4 | \$41,375.87            | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education Support Staff</li> </ul>          |
| <b>Totals</b>   |                                  | \$241,375.87           |  |

## Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones   | When                             | Funding allocated (\$) | Category  |
|---|----------------------------------|------------------------|---|
| Additional wellbeing Counsellor to be employed at the college to support student access to wellbeing supports | from:<br>Term 1<br>to:<br>Term 4 | \$76,825.28            | <input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students |
| <b>Totals</b>   |                                  | \$76,825.28            |   |

## Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals                    | \$0.00 |

### Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

### Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

### Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

## Professional Learning and Development Plan

| Professional Learning Priority  | Who   | When                       | Key Professional Learning Strategies   | Organisational Structure   | Expertise Accessed  | Where                                       |
|---|---|----------------------------|--|--|---|---|
| Programs to tailor learning support to continue for both those who need scaffolding and those who are thriving (EEP and LSP)  | <input checked="" type="checkbox"/> Assistant Principal   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)<br><input checked="" type="checkbox"/> Student Achievement Manager<br><input checked="" type="checkbox"/> MYLNS initiative professional learning<br><input checked="" type="checkbox"/> Numeracy leader<br><input checked="" type="checkbox"/> MYLYNS Improvement teacher<br><input checked="" type="checkbox"/> MYLYNS Network teacher | <input checked="" type="checkbox"/> On-site |
| Professional Learning Program to be developed by the Disability and Inclusion team to support the building of capacity of all teachers to meet the needs of all students. | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Disability Inclusion Coordinator | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Curriculum development         | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |
| Marrung leader and coordinator allocated to support greater consideration of Aboriginal and Torres Strait Islander perspectives   | <input checked="" type="checkbox"/> Leading Teacher(s)  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Communities of Practice     | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |



|   |  |                            |   |   |   |   |
|---|--|----------------------------|---|---|---|---|
| included in teaching and learning programs.   |  |                            | <input checked="" type="checkbox"/> Curriculum development  |   |   |   |
| PLC focus on attendance in semester 1 and engagement with PLC coaching program in semester 2. (documentation of program - KMA)          | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> PLC Leaders   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Formalised PLC/PLTs   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br>PLC coach | <input checked="" type="checkbox"/> On-site |
| Develop leadership capacity - leadership coach (Madeleine Imber) - (KSA)  | <input checked="" type="checkbox"/> Principal  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Individualised Reflection   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions   | <input checked="" type="checkbox"/> External consultants<br>Madeleine Imber MI consulting   | <input checked="" type="checkbox"/> On-site |
| Implementation of the SWPBS framework as part of SWPBS partnership with SWPBS support coach (Melissa Pongracic) - (Documentation - MEM) | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> SWPBS Leader/Team   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team  | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> PLC Initiative  | <input checked="" type="checkbox"/> On-site |
| Professional learning and support for the design and implementation of Developmental Rubrics to be provided for Curriculum Leaders.     | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> KLA Leader | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions   | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |
| Professional Learning for implementation of the 'H'   | <input checked="" type="checkbox"/> Assistant Principal  | from: Term 1               | <input checked="" type="checkbox"/> Planning  | <input checked="" type="checkbox"/> Whole School Pupil Free Day   | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |

|   |   |                                  |   |  |  |   |
|---|---|----------------------------------|---|--|--|---|
| Model (instructional model) to be designed and delivered in house (documentation of strategy - KMA)   | <input checked="" type="checkbox"/> Learning Specialist(s)  | to:<br>Term 4                    | <input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Demonstration lessons   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  |  |   |
| Continue support for teachers to understand and teach the capabilities of the Victorian Curriculum and incorporate these into teaching practice (Building on work in PLCs in 2022). | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Assistant Principal  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development  | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff   | <input checked="" type="checkbox"/> On-site |
| Whole school literacy and numeracy strategies to be developed and documented (KMA)  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> Maths/Sci Specialist<br><input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Coaching program to continue and be further refined so that all teaching staff have access to ongoing instructional coaching. (documentation - KMA)                                 | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leadership Team  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Individualised Reflection                 | <input checked="" type="checkbox"/> Timetabled Planning Day  | <input checked="" type="checkbox"/> Internal staff   | <input checked="" type="checkbox"/> On-site |
| Develop a school 'belonging' policy collaboratively with all members of the community. (Documentation - NLI)  | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> School Leadership Team | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team  | <input checked="" type="checkbox"/> Whole School Pupil Free Day  | <input checked="" type="checkbox"/> Internal staff   | <input checked="" type="checkbox"/> On-site |

